MacArthur Park Branch Library Outreach and Survey
St. Mary NIS Outreach
June 15, 2002

1.   **Have you or your children ever been to the Branch Library?**

     Yes   51
     No   9
     No answer   2

2.   **If yes, how often do you visit the library?**

     At least once a week   20
     At least once very 2 weeks   4
     At least once a month   4
     Less than once a month 9

3.   **Do you visit the library as a family or individually?**

     Family   16
     Individually   34

4.   **How do you get to the library?**

     Walk   44
     Bicycle   2
     Car   5

5.   **What books or services do you use most often?**

Children's (9)	Spanish books
Homework (4)	Autobiographies
Books (9)	Career books
Science (2)	Fiction
Romance	Nonfiction
Mystery	Religion
Scary stories	Math
Harry Potter	Chapter books
Computers (8)	Novels
Newspapers	Magazines
Reference services	Sports
Encyclopedias (4)	Drawing (2)
History	Aliens
Storytelling	Cartoon books
Projects	

6.   **Do you have a library card?**

     Yes   42
     No   17
     No answer   3

7.   Do your children have a library card?

Yes   38
No   14
No answer   10

8.   Do your children visit the library after school on their own?

Yes   34
No   18
No answer   10

9.   Do your children visit the library on weekend on their own?

Yes   34
No   16
No answer   12

10.   What do you like about the library?

Computers/Internet (13)	They have my favorites.
Books (9)	Movies
Different material	Convenience
The personnel, first & foremost	Nothing
A lot of help (2)	Section of ghost stories
Everything (3)	Friendly people
A lot of information (4)	It's next to the park.
It's close to home (5)	Magazines
Children's services (2)	Location
Availability of services, material (2)	Sitting down to read
Help w/homework; very nice librarians	Staff is nice & quiet

11.   What don't you like about the library?

Don't know	Schedule - should open earlier
Very small (11)	Run down, old
It closes too early (2)	They have to make us quiet
We have to pay for printouts	No enough computers
The service is bad.	Everything okay (2)
Movies	Not enough books
Too many bad people	
Most of the books are for children; not enough adult books. We have to go to Main.	
No crosswalk on Anaheim St. to cross from S. Anaheim; shame on the City or maybe nobody cares.	

12.   If you have not visited the library, why not?

New to area	Don't speak English well
I go to the one by school - Wilson	I have no kids
I do not know if they have bilingual staff.	

13.   Do you have a home computer?

Yes   27
No   29
No answer   6

14.   Who uses the computer?

Adults   9
Children   7
Adults & children   11

15.   Do you have Internet access at home?

Yes   9
No   10
No answer 8

16.   What services would you like to see at the new library?

New books (2)	More books (4)
More bilingual assistance	New computers & how to use them
Longer hours	More computers/Internet (16)
Homework help (2)	Job information
Children's programs	New/better technology
Everything	Video games area
Free copies	Books for sale - cheap!
Movies that kids can check out	More children's books
More tables, desks, chairs (2)	Free restrooms for public
.50 books	CD burner
More programs to encourage reading	Computer classes
More drawing books	The future
Guest speakers	Safety
Bigger place	More reading programs
something different	

17.   What books or magazines would you like to see in the new library?

Sports magazines (3)	History books (2)
Horror books	High level reading
Classics	Children's books & magazines (5)
More Hispanic magazines & Spanish literature	African American materials - history, culture, etc.
Teen magazines	Bilingual books & magazines
School books	Harry Potter books
Novels (2)	For adults & kids
MAD TV magazines	Any type of magazine
Pop artists	Educational
Everything (2)	Culture
Skateboard	Adult books
More recent books	People magazine
The Source	More religious books
Science	
I am satisfied with Branch Library as is; just enlarge the building first, then space will be available for whatever.	

18.   Do you think the library needs:

	needs very much	needs	does not need
More books	39	14	1
More videos/DVDs	33	14	5
More music cds	33	6	9
Computers	44	8	2
More space for sitting & reading	43	7	2
More staff to assist library visitors	43	10	3
More equipment for public use	38	10	3
More bilingual staff	36	11	3
More magazines	34	13	3
More bilingual materials	38	7	5
More programs for children	42	5	4
More programs for adults	36	10	7
Room for community meetings	29	11	10
Information on finding jobs/career center	37	12	3
Technical training programs for adults & youth	39	10	4

19.   Take a moment to imagine what a brand new library in your neighborhood would be like. What does it look like or feel like when you walk in?

Teens should assist little kids instead of adults	New library
Easy access to books; it's hard to find books now.	Big, clean, nice, more books, more space
Big, feel good, more books	Nice - smells brand new
Too quiet (2)	Feel welcome, very helpful, useful
Bigger, more books, tagging off walls	It looks fantastic and feels wonderful
A lot of people in it	Bigger (4)
Welcome, friendly	It will be cool.
It would feel peaceful & quiet.	It feels better; it looks big.
More services	Nice, better service
Happy, big, feel better	Bigger, more people, interesting
New technology library	Feel good & very proud
Everything nice	More cultural awareness
Better for children inside library	

Elevators - 2 stories, celebrity monthly visits; DVD room w/surround sound; a separate place for adults
3 - 4 stories high; sliding ladders, wood tables, area for computers, kids area, quiet areas
Air conditioning, heating, more natural light, separate room for teens to socialize

20.   What makes it special?

Having everything	Near
It's close to my house. (2)	Information (2)
Computers (2)	Big, helpful (2)
A lot of assistance	Librarians
The new things	Interesting books to read
It's local	Drawing books
People pay attention to your needs, helpful	Interesting books
Books & movies	Kids off the street
Books	More books for children (2)
Safe place for children	Organized
Things that it will have	
Entering the door, the atmosphere is conducive to stress reduction	
Talent shows, bands to come once a week, talent shows once a month	

21.   What brings you to the library?

My kids (2)	Computers/Internet (14)
Books (7)	Homework (5)
Horror books	Relax, quiet, read (2)
If they make all these improvements	Something new
Checking my email, paying my fines, librarians	Finding books so you don't have to buy them
Bored at home - I want to read.	Learning to read
CD, DVDs	History books
It's a nice environment	Children's programs (2)
New books, help w/homework	Celebrity visits
Help	Information
More promotions, advertisements	Services
Easy & friendly access	Love of reading; proud of how it looks
Bands & talent shows	

22.   Do you have any additional ideas for a new library?

Jobs for teens	Parking
Security guard	Art
More information	Make it a big library
Free copies	Youth staff
More computers, a CD burner	Relating to the community
More computers (2)	New children's books
Storytelling for kids	More music & lessons
Computer training at the library weekdays or weekends	
New technology like the ones at City Hall	
None. Your taking a survey causes one to think that the plans are a done deal.	
Clean restrooms, more respectable, more organized	

MacArthur Park Branch Library
Library Services Survey

Conducted May/June 2002

1.   Does the respondent use the Branch Library?

    71   yes
    16   no
    4   no answer

2.   If so, how often?

    33   at least once a week
    30   at least once a month
    8   less than once a month

3.   Do the respondents use any other libraries?

    49   yes
    39   no

4.   If so, which other libraries do the respondents use?

    31   Main
    7   Burnett
    6   Brewitt
    4   Signal Hill
    2   Bayshore
    All others less than 2.

5.   Reasons that some respondents do not use the library:

    2   The location is inconvenient
    5   The hours are inconvenient
    8   Have no time to use the Library
    2   Library does not have what they need

    Other: Too busy to read
            Too small
             Not enough selection

6.   Zip code/residence of respondent:

    60   90813
    8   90806
    7   90804
    3   90803
    3   90802
    5   Left blank
    All others less than 2.

7. **Age of respondent:**

0 - 14 years = 22		35 - 49 years = 25
15 - 19 year = 4		50 - 64 years = 17
20 - 35 years = 25		65+ years = 3

8. **Respondents use the library in the following ways:**

53   Borrow books, videos or CDs and tapes for themselves

48   Bring their children or family members to the library so they can check out books and use the library

35   Read newspapers or magazines

26   Study or work on school assignments

25   Search the Internet on the library's computers

18   Do research for themselves or their businesses

12   Attend library programs or storytelling events

3   Use the computers for email only.

Other:

New in community; will be using library once or twice a week.
3rd grade class visits
I find the people nice & helpful; library could use more space.
I come in to read.   (2)
Get info on community events and job listings; pick up free Press Telegram when available.
I come w/my Cambodian neighbor & her 2 children who attend Lincoln Elementary school.
Books for children
I bring the children I teach to visit.

9. **Respondents read books and magazines or watch videos in the following languages other than English.**

40 Spanish   15 Khmer   3 Vietnamese

10. **Respondents are interested in reading books and magazines or watching videos in languages other than those listed above.**

8	English	2	Chinese	1	Japanese
1	Thailand	1	Portugese	1	Braille
1	Filipino	1	French		

11. **Respondents would like the library of offer more of the following:**

40	Quiet space for reading & studying	19	Non-fiction books
		19	Books for teens
37	Children's books	18	Materials in languages other than English
27	Computers for Internet		
25	Computers for word processing	18	Children's books w/tapes
		13	Music CDs
23	Bestsellers	11	Magazines and newspapers
20	Fiction books	11	Books on tape
20	Videos	7	Books on CD
20	Books for adults	6	Music cassettes
19	Chapter books		

12. **In general, respondents agree or disagree with each of the following statements:**

	agree	disagree
The library has a sufficient amount of reading and workspace.	33	41
There is sufficient available parking close to the library.	40	31
The library is conveniently located.	61	9
The library is open enough days and hours each week.	48	18
The library feels like a safe place.	69	8
The library would feel safer with a security guard.	41	18

13. **The most important improvements that respondents would like to see are:**

More quiet space	Safety
More parking (2)	Bigger; more space (16)
Public restrooms within the library (2)	Computers (7)
Upgraded research material	Quiet reading space (3)
More books (6)	Water fountain
Larger variety of genre for children	More tables
Provide more computers.	Services for our children are important.
Use of Internet after 3 p.m. again	More new books for children
Better safety/security for children	Material for blind and hearing impaired
Nothing w/wheels allowed in library	More work space for kids & classes
Biblical literature, dictionaries & commentaries	
Head phones for use on computer because many sites have sound	
Bigger - 2 to 3 stories; many books, videos, tapes & space for table & chairs	
More room to read & more computers & reading space for children	
More space & more time on the computer	
More inviting space for young children	
More Internet & computers, more chapter books, fiction & non-fiction	
More services, better hours, convenient hours	
Stay in current location - expand on northside.	
The library helps adults with many kinds of information.	
The library needs to be larger, it needs more parking, it needs to have public restrooms, and it needs more computers.	

14. **Other comments**

More religious books	Homework help
More computers (2)	The employees are nice.
Dual purpose meeting room	Staff is great (2)
More books	More staff
This Library is the best one for me.	Book drop won't open when full.
I enjoy coming here because staff is so nice; they take extra time for the kids. (2)	
Do away with print machine card that's hard to use.	
Build upward - same height as buildings on the strip mall across from the library on south side of Anaheim.	
Bigger with many books & videos for children, teen & adults so more people can come, stay, sit & search	
Quiet space to read & work because training library has is kind of noisy.	
Bigger library; need a restroom, more computers for word processing & Internet, more table & chairs	
I think it is a very nice library to come and unwind with a good book/computer. And such nice helpful people. A nice place to get away.	

The environment at the library is very comfortable. It is child oriented & the staff does their best, with the lack of space, to keep it quiet for the adults. I enjoy this library very much and am hoping for a larger, more improved facility with enhanced services (books, computers…….).
We would like a larger selection of films.
We would like the library to open earlier in the morning.

Appendix B

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting with Steering Committee for Central Area Strategic Guide for Development
15 participants
June 5, 2002

Eleanore Schmidt, Director of the Long Beach Public Library and Nancy Messineo, Neighborhood Library Services Manager, attended the steering committee meeting to discuss the MacArthur Park Branch Library project and to gather planning input for the Branch.

While discussing the priorities of needs for the MacArthur Park Branch Library, the group was polled. Collections receiving votes as the highest priorities included public access computers, books and magazines, books-on-tape, compact disks, and videos. Regarding seating in the Branch, children's seating, quiet study seats and casual seating all received strong support. Also of interest were computer workstations for adults, teens and children.

The group was quite interested in enhancing the existing Family Learning Center to provide expanded homework help after school and to provide computers for students and parents. Of equal interest was the need for a community meeting room to seat approximately 100 people. Group study areas were also identified as needed spaces in the new facility.

Services that should also be considered for the building include ESL training, arts and crafts programs, distance education classes, expanded children's programming and a career center.

Participants noted the importance of having library staff who are multi-lingual and services for community seniors. There was discussion of whether or not the proposed site will displace residents, and what other sites might be considered. Exterior artwork was brought up as a possibility for the Branch.

Lastly, participants noted that while they whole-heartedly support the project, other branch libraries also are in need of replacement or expansion, and more branches overall are needed.

Summary of Survey Used at Meeting

Resources/Services	Important	Somewhat Important	Not Important
Books & magazines	11	4	0
CDs	4	8	2
Books-on-tape	9	4	1
Videos	6	7	2
DVDs	5	5	4
Public computers	14	1	0
Quiet study & casual seats	12	3	0
Children's seats	12	2	0
Teen seats	8	7	0
Kid's workstations	9	5	1
Resources/Services	Important	Somewhat Important	Not Important
Adult reference workstations	10	5	0
Family Learning Center workstations	12	3	0
Express checkout stations	5	9	1
Community room/theater	12	2	1
Gallery display space	7	7	1
Listening stations	3	9	3
Group study area	11	2	3
Children's program area	9	5	1
Teen area	10	4	1
Silent study room	13	2	0
Computer center	14	1	0
Distance learning center	6	8	1
Outdoor courtyard	7	6	2
Parking	12	2	1
Building size	12	3	0

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting: Centro Shalom, Women's Self-esteem Class, 12 participants
May 28, 2002, 11:00 a.m.

Since 1977 Centro Shalom has worked to relieve the plight of low-income families and individuals in the greater Long Beach Area, many of them recently arrived Spanish-speaking immigrants. Direct services of Centro Shalom include distribution of food and clothing. Each day the center feeds approximately 165 people and distributes more than 200 pieces of clothing. In addition to direct services, the center acts an advocate, providing paralegal assistance and support relating to tenant issues. Clients are assisted with dealings involving public agencies and domestic problems.

Consultant Drew Harrington met with a women's self-esteem class in order to talk about the proposed new MacArthur Park Branch Library. There were twelve women in the class; all were native Spanish speakers who had immigrated from Mexico and other Latin American countries. The class instructor and one member of the class were strong enough in both English and Spanish to assist as interpreters during the meeting.

How long have you lived in the MacArthur Park neighborhood?

> From 6 months to 10 years. Most members of the class have lived in the area for 1-3 years.

What do you like/dislike about living here?

> It is easy to get around the neighborhood—people can walk most places that they need to go. The biggest problem is gang violence. People are afraid—for themselves and their families and they worry that their own sons will get involved in gangs. Because of the gangs it isn't safe to go out at night.

What trends do you see in the neighborhood?

> There are more and more Asians moving in.

How many of you or your families use the Branch Library?

> All but 3 women and/or their families use the Branch.

Do you visit individually or with others in the family and how do you get to the Branch Library?

> Families go together, or brothers and sisters go together. Lots of times they go to the Branch after school. Everyone always walks to the Library.

What services/collections do you use the most?

> Children's books, all age videos and the computers.

What would you like to see more of in the MacArthur Park Branch Library?

- More computers with Internet access
- More books, in English and more books in Spanish
- More people to help children with their homework after school
- More programs for children

- ESL classes and tutoring
- More staff that can speak Spanish
- A place for teens to go where it is safe
- More videos/DVDs
- Announcements for jobs
- A place where employers could interview people for jobs

Are there things about the current library that you like and want to keep?

It is a safe place for children.

How many of you have home computers? Do you have Internet access?

About half have home computers, but none have Internet access.

What should this new branch library be like? How should it look and feel? What will make it successful?

The staff needs to speak Spanish. It should be a friendly place. It would be nice to have a garden so that there was a pretty, and safe place to read outside. The Library should be a safe and quiet place.

Appendix B-2

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting: United Cambodian Community, Inc. administration
Andrew Danni, Executive Director
Sereivuth Prak, Deputy Director
Matt Stanfill, Administrative Assistant
May 28, 2002, 1:30 p.m.

Consultant Drew Harrington met with the administrative team of the UCC to cover any areas that were not touched on in the UCC staff meeting earlier in the day. Andrew Danni and Sereivuth Prak were both in attendance in the morning meeting. Matt Stanfill was not. Matt Stanfill brings a unique perspective—previously he worked as a volunteer in the Mark Twain Branch Library Family Learning Center.

The group discussed the importance of the Family Learning Center in the Branch Library. Mr. Stanfill said that when he was a center volunteer, about 60% of students who came after school for homework assistance were Cambodian-American. Most students were either high school students who came regularly looking for help with specific subjects—math or English, etc. Younger children were also regulars, but they tended to need help with more general assignments rather than specific subject assistance. Students who were not of Cambodian dissent were mostly Hispanic or African-American.

Another service that Mr. Stanfill, who is bi-lingual in English and Khmer, was able to provide was as a reader for Cambodian parents who needed help reading information and notices from their children's schools.

There was some discussion of the possibility that the new branch library might be able to employ staff through the UCC employment assistance program.

There is an interest in having language classes in the new Branch—classes for Khmer Language speakers to learn English, and for English speakers to learn Khmer. Literacy classes are also needed.

U.S. citizenship training classes would be of interest to the community.

Most of the Cambodian community does not have home computers, and if they do have them they don't have Internet access. So, it is hoped that the new branch will have more public access computers. It is also necessary that some of these computers have international software loaded.

There should be a display area in the new branch for information and materials relating to Cambodian culture.

The building should help to beautify the Neighborhood—the architecture and landscaping should be inviting and special without being imposing. Safety and security issues are important in the design—there should not be large windows on the Anaheim side of the building, which might lead to drive-by shootings.

Mr. Danni wanted to be sure that another site possibility for the building be considered. He suggested that the City of Long Beach consider purchasing the UCC center (approx. 8-10 blocks from the current Mark Twain Branch Library) for the new branch library. It is a large, two-floor building with parking. Ideally, the Branch Library would occupy most of the building with the UCC continuing to have some office space there. Mr. Danni felt that this would be a supportable and economically savvy plan.

Consultant Drew Harrington asked Mr. Danni and the rest of the group if they thought that this plan could effect the perception of the Branch Library as being "neutral" ground—with neither a Cambodian or Latino or African-American bias. Mr. Danni and others felt that this would not be a problem.

Appendix B-3

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting: United Cambodian Community, Inc. Staff Meeting (8 people in attendance)
May 28, 2002, 9:30 a.m.

The mission of the United Cambodian Community, Inc. (UCC) is "To build bridges between refugee communities and existing society to enable a new way of life."

The organization's goals are to:
- Provide innovative leadership and support for low-income populations;
- Promote economic independence and self-reliance in target communities;
- Assist those we serve with skills necessary to meet the demands of full participation in society; and
- Preserve and foster Cambodian cultural traditions.

Services offered by the UCC to meet their goals include:
- After-school tutoring and enrichment
- Arts of Apsara (traditional performing arts)
- Subsidized employment project
- Housing assistance
- Mental health outreach
- Senior services

Consultant Drew Harrington was invited to attend the weekly UCC staff meeting to discuss the needs for the proposed new MacArthur Park Branch Library.

It was noted that the Cambodian, Khmer Language book collection in the Branch Library is a point of pride for the community. It is hoped that it will continue to grow in size. The number of people who can read books from the collection is relatively small, as a large part of the Cambodian immigrant community is not literate in their native language. Many in the older generations are not literate in any language.

Sereivuth Prak, Deputy Director of the UCC explained that it is important for the Branch Library planners to have some understanding of Cambodian history and culture.
Cambodian people are not likely to express their needs and concerns openly or through "official" channels. Therefore the UCC acts as a sort of ombudsman organization—a "middle-man" for getting information to and from the Cambodian community.
The Cambodian immigrant community does not generally trust official and/or government organizations—to do so was dangerous in Cambodia, and so this behavior persists.

The first wave of Cambodian immigrants to the Long Beach area was small, and tended to be the intellectuals of Cambodian society. The second wave was also relatively small and was made up mostly of professionals and working-class people. The third wave, in 1975, was large, and was mostly Cambodian farming families. People in this third wave did not have access to even basic education in Cambodia and they worked with tools that were essentially of the "stone-age" era. It is hard to understand the level of change they encountered when they came to the U.S.

An additional component that can be a barrier in communication is the fact that Americans look similar to the French, who ruled Cambodia for more than 90 years. To Cambodian people, who grew up resenting French domination, western features can inspire distrust.

This information about the Cambodian immigrant community should help shape the branch library services and facilities.

If the Branch Library hopes to serve the older generations of the neighborhood Cambodian community, it will need to be innovative. One suggestion is to have a regular, perhaps weekly, news time at the Branch Library. If space was available in the new facility, a program could be planned for having local and world news presented orally in the Khmer Language. This service might include reading newspapers out-loud and having a broadcast of the Cambodian Language television channel. Mr. Prak thinks that such a service could help break the isolation of older members of the Cambodian community who, because they are poor and often illiterate, only get their news via rumors. In the long run such a program could lead to increased civic interest and participation.

The current branch library is too small, but it is important that it not get too large either, and the building must not feel too "official" or imposing.

The Branch Library staff needs to be bi-lingual (Khmer).

The Branch Library needs to be easy to walk to, as this is the way that most members of the neighborhood will get there. It should also be near a bus stop.

Improved/enlarged after school homework support for neighborhood children is very important. Many children live in crowded homes without space, computers or assistance for their school assignments.

It would be nice to have some community space for programs like the news hour suggested above and also for community classes and performances, speakers, etc.

It would be very interesting if the Library could sponsor an oral history project to collect the stories of the Cambodian people and have them available in the Branch Library.

Job, education/training and employment information needs to be available in the Branch Library. General information on many issues should be available in handout kiosks—health issues and services, government information, citizenship information.

Collections in the Branch should include documentary films for checkout and/or use in the Library.

Branch Library hours should be consistent and should include weekend hours (hopefully both Saturday and Sunday). Evening hours, after dark, will not be popular, as people do not feel safe walking on the streets after dark. This might mean thinking about different summer and winter hours.

It is extremely important that the Branch Library continue to be "neutral territory" so that everyone feels welcome, so that it is not perceived to be for only certain groups in the community. It needs to be appealing to the community youth so that teens have a safe and important place to go.

The style and furnishings of the Branch Library need to emphasize comfort and coziness.

Appendix B-4

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting: Suzanne McMillan, Head of Children's Department, Main Library
            Chris Burcham, Youth Services Officer
May 29, 2002, 3:00 p.m.

Consultant Drew Harrington met with Ms. McMillan and Ms. Burcham to discuss services for children and youth at the existing and proposed MacArthur Park Branch Library facility.

At the existing Mark Twain facility, programming is nearly impossible given the inadequate size of the building. Even story times are very difficult to provide, and there is no space at all for programs that include parent participation, which seem especially appropriate for the MacArthur Park Branch Library considering the area's demographics.

It was noted that the inadequate size of the Mark Twain Branch Library necessitates a practical efficiency in the delivery of neighborhood library services, and the branch staff is well adapted to doing a good job in extremely limited space and with limited collections.

System wide, and applicable to the Branch Library, is a continuing interest in traditional library services and an emphasis on homework help in the Family Learning Centers.

Future collection emphasis for the MacArthur Park Branch Library was discussed. It is felt that the number one priority should be children's materials in English, to include picture books, easy readers and curriculum support materials.

It is also important to have materials in Spanish and other languages, but knowing that the neighborhood children often struggle with the English Language, and must master it to succeed in school, Burcham and McMillan felt that the need for materials to help students to be successful in reading and literacy was paramount.

In the same vein, it is very important that the collections support reading readiness with materials that expose children (and families) to the playfulness and power of language—e.g., rhyming books, children's poetry, ABC books and any quality resources that encourage playing with language.

Some hands-on learning tools to support reading readiness will also be needed—puzzles, alphabet blocks/toys, media kits, etc.

While audio-visual collections will have a place in the new MacArthur Park Branch Library, and could serve as a draw for the broader community, it is felt that the emphasis needs to be placed on children's print resources and on adult literacy and ESL materials.

The overall collections need to grow, to be fuller, and to generally be "beefed-up".

It was noted that many, perhaps most of the children in the MacArthur Park neighborhood suffer a "profound deprivation" of intellectual stimulation and home educational nurturing due to grinding poverty.

Positive experience and exposure are deeply needed and appreciated by community members, so the new library should be flexible enough to serve many needs—simple craft programs for children who might not otherwise be exposed to the use of art materials before they reach school age, simple programs in music, poetry, science, etc.

After some discussion with Ms. Harrington about her experience thus far with the MacArthur Park neighborhood community input, teen library space was considered. Although a teen program is

not currently planned for the MacArthur Park Branch Library, and would not fit in the current space, it was agreed that this need should be considered when planning the new facility. Community input so far shows considerable concern and worry about gang violence in the neighborhood. Many groups and individuals have commented that the Library remains one of the few spots that is considered to be "neutral territory". In the Branch Library students of all ages and all backgrounds work peacefully side-by-side. Teens indicate that they know the Branch to be a "safe" place to study. Further, students of all ages may have problems finding space and resources for effective study at home. The Branch serves a critical need in this capacity.

It may be wise then to plan a teen program in the new MacArthur Park Branch Library to serve the needs of 13-19 year-olds in the neighborhood.

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Meeting: Sue Taylor, Branch Librarian and Hope Troy, Outreach Librarian
May 31, 2002, 8:00 a.m.

Consultant Drew Harrington met with the librarians from the Mark Twain Branch Library to discuss the needs for the proposed new branch and the community needs assessment so far.

Because this project is a Proposition 14 project, it is extremely important to identify and define the nature of the school/library joint venture early. The shared school-library project must be the core of the planning for a new facility. Based on community input received during the consultant's four-day visit, the needed joint venture project appears to be an enlarged and broadened Family Learning Center. This might include more stations for after school homework assistance with additional computing power and space for staff/volunteer assistance. The area might also lend itself more to services for the entire family—services that promote learning and literacy and basic technology skills.   Other spaces and services in the Branch Library could support this Center—e.g. tutoring rooms, a community room, community information kiosks, etc.

To keep the project on schedule, it is necessary that decisions be made about the nature of the joint-venture project and the responsibilities of each partner. A memorandum of understanding should be drafted soon.

Based on a discussion of the community needs assessment to date and Sue Taylor and Hope Troy's experience in the Mark Twain Branch Library, needs for the new facility were discussed.

Collections: Children's collections currently circulate about 4:1 over adult materials in the Mark Twain Branch Library, so the children's collections will need to continue to be emphasized. The easy reader section needs to grow, and children's media kits are popular.

The overall book collections need to be built-up too, and not neglected in favor of the children's materials.

There should be an area for materials in other languages—it should not be a series of separate rooms, but should be a sort of alcove where each language collection (Spanish, Khmer, Vietnamese) can be shelved in separate shelves that area adjacent to one another. There should be display space in this area—again this should share the space, but each culture's display space should have room for specific displays.
Apart from language collections, this area should also house the African-American and black authors collection, also with a supporting display area. This language/culture section of the Branch should have comfortable and attractive seating.

There should also be a small section for a Mark Twain collection and display—probably the equivalent of 1-2 shelving sections plus display space.

The Audio-visual collection should be at least 15% of the total collection, perhaps more.

Current and back issues of magazines should be shelved side-by-side, preferably with back issues (library will keep one year's worth) shelved right next to the current issue of each title. Back issues of magazines are circulated and need to be in open shelving. Newspapers will also be shelved in this area along with back issues—the Branch will continue to retain several months of each paper.

Facilities: The library needs to grow, but should not get so big as to be imposing to the community.

Strong sight lines throughout the building for control and security are necessary.

The Branch Library needs to be a cherished place for the neighborhood—a source of pride. It should be "special" but must remain comfortable and welcoming, clearly identifiable as a place "worth caring about".   The design should have a timeless quality.   Some members of the community suggested the possibility of a garden space—perhaps an interior courtyard.   This possibility can be considered in the design, but the staff has concerns about control of such a space.   Instead, the staff would like to see some area of the interior that has an upscale, special ambience—perhaps an area with a fireplace.

While natural light is extremely important and desirable, care should be taken not to place large windows on the Anaheim street side of the building, as this could be dangerous.   There are incidents of gang violence and drive-by shootings in the neighborhood.

The Branch needs to have a materials security system in the new facility.

A water fountains should be located in the lobby to discourage people from coming into the building just for a drink of water and having to pass through the Branch before finding a water fountain.

A community room is needed to seat approximately 100 people.   It should be dividable to increase use and flexibility.

In the children's area a story space needs to be available that is also usable for regular seating (perhaps floor seating) when groups are not visiting the Branch. This should accommodate 20-25 young children.

Also in the children's area, there needs to be some simple floor seating/sprawling space for toddlers and perhaps older children. Currently toddlers sit on the floor without any sort of seating accommodation.

It is hoped that ceiling heights will be varied in the new building. This will help to define areas and can create a "cozy" feeling in the children's section and other areas. It is very important that this branch does not lose its intimacy—that it continues to be a place where the people of the community have a sense of connection.

Some small rooms, seating 2-6 people, are needed for a variety of uses—tutoring, mentoring, ESL work, group study sessions, social services contact points, etc.

A teen space may be especially important in this branch. In light of concerns about gang violence and the fact that this branch serves a predominantly poor population, teens need a safe, inviting space for positive activity. The Branch Library can be a refuge and a support for teens who want a place to work on school assignments either individually or in a group, and where they can pursue information in their areas of interest.

A copy center is needed near the entrance, with two copiers, and at least one of them needs to have color copy capability (children need this for their school work). This area also needs to have a typewriter station.

The staff would like to have an alcove where a wall/ceiling mounted television is available. The operation of this t.v. should be within staff control. It would be useful when high interest events are televised—e.g. the Terrorist attacks of September, 2001, etc. This would be an extension of the library's information mission.

Public service points—circulation, adult reference, young adult services, and children's reference need to be discussed. At this time the staff is unsure of how best to manage service points. It is agreed that there should not be too many service desks, but which ones should be combined, and which separate is not yet clear. Currently there are no public restrooms in the Branch.

Patrons must go outside and use park restroom facilities. This deficiency will need to be corrected in the new building.

Staff spaces: There is only one very small restroom available for the staff in the Branch Library. The new building needs to have sufficient staff restrooms.

Discussion needs to take place regarding staff work areas—office space, shared work spaces, shared task stations, etc.

The staff will work on a future staffing plan for the needs assessment.

The sorting area of the new branch should include a wet-sink for easy cleaning of returned library materials.

Although a book sale area is not anticipated, there does need to be space planned for donations. Donations need to be stored and sorted here before they are sent on to the main library.

Appendix B-6

Meeting with Gaviota Head Start Staff
MacArthur Park Branch Library Project
May 31, 2002, 3:00 p.m.

Present: 6 teachers
Nancy Messineo

1. **In the MacArthur Park neighborhood, what library services and features are most important for children, their families, and their teachers?**
    Mark Twain is too small. The Family Learning Center needs to be bigger. We need parks NOT more libraries. We need more opportunities for high school and middle school students. More computers, more reference materials for homework assignments. Need a stop light and crosswalk by the Branch Library.

2. **Do you use the Branch Library for class support at Gaviota Head Start? Do you take children from your program to visit the Branch Library? Do librarians visit classes at your site?**
    Teachers take classes to the library. Librarians visit Head Start. Mrs. Troy and Mrs. Taylor are appreciated.

3. **Do you work with parents as well as children—regarding parenting, how children learn, reading readiness, etc? Does that sometimes include a discussion about the Library?**
    Teachers work with parents on parenting skills including literacy and reading to children. Sometimes the parents go on the class visit to the library. Some get library cards when they are there, but for some parents it is impossible because of library policies about identification. (I told them about our new 2-items library cards.)

4. **What services and collections from the Branch Library do you find most useful?**
    Storytelling programs, Family Learning Center, film programs and summer reading program. They like Mrs. Troy's Curious George puppet.

5. **Are there services and features not offered by the Branch Library that you would like to see added? (i.e., more books, more A-V, more computers, seating, staff, equipment for public use, language materials, magazines, programs, etc.)**
    The Branch Library needs to offer more resources for middle and high school students. They need to be open later, until 8:00 or 9:00. There would be a safety concern with being open this late. A drive-by window so that you could call ahead and then pick up the materials would be appreciated. They would like more children's tapes, CD's, videos (free, please with a one-week checkout).

6. **Are there things about the current Branch Library that you like and hope to see in the new library?**
    More space, separate spaces for adult, teens, and children, group study spaces, cubicles where individuals can read/study, some quiet space

7. **Can you estimate how many of your students' families have and use home computers? Do you think that they have a home connection to the Internet? (Explore based on answers.)**
    35 – 40% have computers. 10% of these have Internet access.

8. **Let's talk about some of the services that libraries can offer to communities, and ways that they can cooperate with schools--Family Learning/Literacy Center (already have at Mark Twain Branch Library), Technology Training Center, Career Information center. (Talk about existing and describe possibilities for others and get feedback on which seem important to this group.)**

High school students need information about how to get jobs. They need the skills to get jobs. A place where people can go to write resumes is needed like at a Career Center. Bigger spaces, job listings, computers for writing resumes.

9. **Imagine a new library for this community—what makes it special, what makes it successful, a place you want to go, how does it feel when you walk in?**
Comfortable, kids section, relax and read a book, inviting, reading bathtub like at Main Library, community feeling with murals and culturally reflective colors, bean bag chairs, security, teen space with music, welcoming staff, more helpful staff, carpet, fountains, couches, rocking chairs, coffee cart, larger library

10. **Are there other comments that you would like to make about the future of the MacArthur Park Branch Library?**
Include public phones, Internet classes for parents, one-on-one classes, typing instruction (kids are expected to type at an early age, but no one is teaching them to do this), homework club, volunteers helping (The head teacher asked about the Homework Helpers we have in the Family Learning Centers. She wanted to know how they were trained and their qualifications. I answered her questions.)

11. **Would you like to have surveys to use with your parents so that they can provide input into this process?**
Yes, 90 in Spanish, 10 – 15 in Khmer, and 40 in English. Surveys were delivered to Miss Jackie Jones on June 3. I will pick them up on June 17.

Meeting with PTO Board – Lincoln Elementary School
MacArthur Park Branch Library Project
May 30, 2002, 10:00 a.m.

Present: 13 parents (12 Latino, 1 Asian) 1 child, 5 school personnel
Drew Harrington and Nancy Messineo

Meeting was conduced in English with a translator providing Spanish translation for mothers and English for Drew and Nancy.

1. **How long have you lived in the Lincoln School and MacArthur Park neighborhood?**
    1, 4, 4, 5, 8, 9, 10, 10, 11, 14, 18 years

2. **What is it like to live in the neighborhood – what things do you like, what do you wish was different?**
    Gangs, "colored people," cannot change community, it was pretty before, library is too small, need more police presence.

3. **Is this neighborhood changing? What trends and changes do you see here?**
    Yes. Changing for the worst, vandalism, becoming less safe. Safe inside library, but not outside.

4. **Do your children use the Lincoln School Library? In what ways?**
    Yes, for classes and homework.

5. **How many of you and your families use the Branch Library? How often, or why not? Do you usually visit individually, or as a family group? Do you usually walk to the Branch Library, drive, bicycle…?**
    Almost everyone said that they use the library, They go as a family and walk to the library.

6. **Do your school-age children ever visit the Branch Library on their own—after school or at other times?**
    The children don't go on their own because they are too small. The parents are concerned about safety, big, busy streets.

7. **What services and collections do you and your family use most at the Mark Twain Branch Library? (This question became combined with 8 & 9.)**
    Children's books, history books, want more talking books, more books in Spanish for adults, not enough computers. Children don't read in Spanish. Want children to read in Spanish. Bi-lingual books requested. Would like a program for adults in Spanish while children are doing their homework. Importance of adults being role models for their children. Story times for children requested. More computers (one mother asked that I write this down twice).

8. **Are there services and features not offered by the Branch Library that you would like to see added? (i.e. more books,, more A-V, more computers, seating, staff, equipment for public use, language materials, magazines, programs, etc.)**

9. **Are there things about the current Branch Library that you like and hope to see in the new library?**

10. **How many of you and your families have and use home computers? Do you have a connection to the Internet? (Explore this further based on answers.)**
    6 of the families have a computer at home. 4 of these do not have Internet.

11. **Since Lincoln Elementary School is a year-round school, I understand that your children have scheduled vacation times throughout the year. During those times when they are off from school—what do they do during the day, where do they go, do they visit the Branch Library? (Explore more based on answers.)_**

During intersession, the children watch television in the morning. In the afternoon, they go to school programs at Lincoln. They sometimes go to the library, but mostly to school. When they are off track, the parents would like to have library reading programs, arts and crafts, and dancing programs. They want the children to be kept active.

12. **I understand that Lincoln Elementary School has a number of cooperative programs in your community—supervised playground activities, a family health clinic, etc. Let's talk about some of the ways that schools and libraries can cooperate and help one another and the community. Family Learning/Literacy Center (Already have at Mark Twain Branch Library), Technology Training Center, Career Information Center. (Talk about existing and describe possibilities for others and get feedback on which seem important to this group.)**

One parent related that she went to the Family Learning Center in the Branch Library two times, but it was busy and her children received no help. They want it bigger in the new library with more computers, helpers, and resource books.

Homework Center, computer center, and technology centers are needed.

13. **Can you think of other ways that you would like to see the Branch Library cooperate with the schools in your neighborhood?**

Parents want children to participate in programs at schools. They want literacy and reading programs, ESL programs**.**

14. **Imagine a new library for your community—what makes it special, what makes it successful, how does it feel when you walk in?**

Flexible schedules, open hours from 8:00 a.m. to 10:00 p.m., 7 days/week. Main Library is big and beautiful with enough books especially for high school. They are open on Saturdays until late (Main is open until 5:30 on Saturdays). Staff that speak Spanish and Khmer. Children and parents need to understand English, but parents don't want them to lose their first language.

Videos in Spanish, books on tape in Spanish and English, cassettes

When Drew asked about what the architecture should look like in the new library:
"Traditional" Mexican architecture. Storytelling corner with puppets, comfortable chairs with cushions, quiet places, group study places, spaces in library for meetings needed in the community. Usually they have to use schools.

Programs for children that include singing, paid performers.

15. **Are there other comments that you would like to make about the future of the MacArthur Park Branch Library?**

"Make the new library be a reality soon."

MEETING WITH ST. MARY'S NEIGHBORHOOD IMPROVEMENT STRATEGIES
MACARTHUR PARK BRANCH LIBRARY PROJECT
JUNE 20, 2002

Present: 55 people
        5 library staff
        1 architect
        2 Council representatives
        2 translators
        3 staff from Community Development
        3 African Americans
        16 Cambodians
        23 Latinos (3 children)
        1 Anglo

1. **Do you and your friends/families use the Branch Library?**
   15 people responded.

2. **How do you get there?**

Car – 2	Bus - 1
Bike, skateboard, scooter – 1	Walk – 18

3. **Do your school-aged children ever visit the Branch Library on their own– after school or at other times?**
   Children on own –
   Children with an adult –
   Not safe to come on own.
   Children come after school and on weekends.

4. **What services and collections do you and your family use most at the Library?**
   Use computer.
   Borrow books.
   Do homework.

5. **Are there services and collections that you would like to see added? (e.g., more books, more A-V, more computers, seating, staff, equipment for public use, language materials, magazines, programs, etc.)**
   More books; homework rooms; art; Family Learning Center; gallery (2); quiet place to study; X3 (fairy tales); computers (2).

6. **Are there things about the current branch library that you like and hope to see in the new library?**

7. **How many of you and your families have and use home computers? Do you have a home connection to the Internet?**
   17 have computers; 7 have the Internet.

8. **Many of the schools in this neighborhood have year-round schedules, so children have scheduled vacation times throughout the year. During those times that they are off from school—what do they do during the day, where do they go, how does it impact the neighborhood? Could the branch library help during those times?**
Come and borrow books from Mark Twain.
Read books.
Borrow books, read, watch TV at home.
Intersession with schools.
Volunteer.
Help people read.

9. **What about joint use with schools?**
Need more and larger Family Learning Centers.
Need help with students who have lower test scores, problems.
Be open 7 days a week.

10. **Re: Family Learning/Literacy Center, Technology Training Center, Career Information Center:**
Needed for careers
College information
Job information

11. **What should the new Branch Library look like?**
Be covered with murals (front)
Be fancy
Have a lot of space
Front door should be bigger
Library should be two stories
Should have fish tanks
There should be a multi-purpose room
Need special space for younger children
Bi-lingual assistance – Khmer, Spanish – to help understand homework

12. **Comments about the future MacArthur Park Branch Library:**
Colors: Turquoise walls
             White
             Murals inside

Meeting with Whittier Site Based Decision Making Group
MacArthur Park Branch Library Project
June 6, 2:00 p.m..

Present: 14 teachers 1 principal (Julie Nyssen)
Nancy Messineo

1.   **How long have you taught at Whittier School?**
        Answers ranged from 3 – 19 years.

2.   **What is it like to live/teach in the neighborhood – what things do you like, what do you wish was different? Is this neighborhood changing? What trends and changes do you see here?**

        Neighborhood is perceived as safer than it was, there is still lots of crime that spills over onto the school grounds, teachers explained that they have frequent "lock downs," there is more of community feeling, lots of diversity, good cultural feeling, good local markets that cater to ethnic needs

3.   **Do your students use the Mark Twain Branch Library? How often, or why not? Do you usually visit individually, or as a family group? What services and collections are they using? Do they usually walk to the Branch Library, drive, bicycle…?**
        Students do use the library, they are using the Family Learning Center, students and their families walk to the Branch

4.   **Are there services and features not offered by the Branch Library that you would like to see added? (i.e. more books,, more A-V, more computers, seating, staff, equipment for public use, language materials, magazines, programs, etc.)**
        Teachers would like to see programs for parents on how to support their students, year round programs, outreach (mobile program like Parks, Recreation and Marine have, consider a partnership where librarians go out with PR&M and tell stories, read to children, put books on the mobile recreation vehicles), offer workshops on computer usage, teach classes using bilingual helpers, offer English classes for parents

5.   **How many of your students have and use home computers? Do they have a connection to the Internet? (Explore this further based on answers.)**
        10 – 15% have computers, maybe more like 2 – 5% depending on whether or the student has older brothers and sisters and where they are in school, most do not have access to Internet

6.   **Since Whittier Elementary School is a year-round school, I understand that children have scheduled vacation times throughout the year. During those times when they are off from school—what do they do during the day, where do they go, do they visit the Branch Library? (Explore more based on answers.)_**
        watch television

7.   **In understand that Lincoln Elementary School has a number of cooperative programs in your community—supervised playground activities, a family health clinic, etc. Let's talk about some of the ways that schools and libraries can cooperate and help one another and the community. Family Learning/Literacy Center (Already have at Branch), Technology Training Center, Career Information Center. (Talk about existing and describe possibilities for others and get feedback on which seem important to this group.)**
        Grow the Family Learning Center, more computers

8. **Can you think of other ways that you would like to see the Branch Library work with the school?**
Teachers could train parents in how to help their children, teachers could tutor after school (would need to be paid), teach at library during off-track, link after-school programs, use the California State Standards to be certain that students know how to research, use search engines, supplement the Language Arts Standards/content standards, help teachers prepare students for tests, offer 30+ books for classroom use and extended loan periods like Fullerton Public Library offers

9. **Imagine a new library for your community—what makes it special, what makes it successful, how does it feel when you walk in?**
Offer summer hours/winter hours, security guard

10. **Are there other comments that you would like to make about the future of the Branch Library?**
Attitude of the staff makes a big difference

Appendix C

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Don Campbell, Library Media Specialist, Whittier Elementary School
Long Beach Unified School District
May 30, 2002, 2:00 p.m.

Mr. Campbell brings a unique point of view to the cooperation between Whittier Elementary School and the Branch Library. Prior to working as the Librarian at Whittier, he worked at the Mark Twain Branch Library.

When asked about the need for cooperative services between the Branch Library and Whittier and Lincoln Schools, Mr. Campbell emphasized the importance of a technology component. This is especially critical since Whittier School will lose its computer lab next year due to space needs for classrooms.

He also spoke to the need for a joint venture agreement to specify that school assignments have a clear, required Branch Library component so that teachers will encourage students and parents to visit and use the Branch.

In Mr. Campbell's opinion, the joint venture should emphasize literacy and it will need to truly involve parents—he liked the idea of side-by-side programs/services suggested by Principal Julie Nyssen. Maybe a formal literacy and tutoring program could be sponsored by the Branch Library.

When considering all Branch Library services, Mr. Campbell spoke of the importance for patron participation to be EASY. He pointed to the success of the library card campaign over the last years as a good example. That program made it very easy for children to get library cards—it did not place many barriers in their way. In a neighborhood like the MacArthur Park Branch Library service area, it will be important to keep library processes simple and not require too much information from library users.

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Dr. Carl Cohn, Superintendent of Long Beach Unified School District
May 29, 2002, 1:30 p.m.

The meeting between project consultant Drew Harrington and Dr. Carl Cohn was brief, but Dr. Cohn emphasized his strong support for a new facility for the Branch Library. The Mark Twain Branch was the library that Dr. Cohn visited as a child growing up in the neighborhood, and he commented on the importance of the Branch in his own ability to cope with poverty and to broaden his horizons—"Access to the engine of literature is powerful."

Dr. Cohn emphasized the importance of a joint venture between the MacArthur Park Branch Library and the elementary schools—specifically Lincoln and Whittier Schools. While libraries remain important in the middle and high school years, efforts to break the cycle of poverty and illiteracy need to happen sooner rather than later. Elementary and preschool linkages with the Library are critical.

Dr. Cohn also commented on the role of the Branch Library as neutral turf, and that this role is a sort of "gang intervention" that provides a safe haven and may help to break the cycle of gang violence in the MacArthur Park Branch Library neighborhood.

Appendix C-2

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Him S. Chhim, Executive Director, Cambodian Association of America
May 29, 2002, 8:00 a.m.

The Cambodian Association of America, CAA, was established in 1958. In 1975 the association was incorporated as a non-profit organization with the mission of assisting Cambodian refugees in Southern California. Since that time CAA services have gradually expanded into programs of counseling and advocacy, outreach education and employment.

The Cambodian population of Long Beach is estimated at over 50,000 people—it is believed that census figures are frequently low in counting this population. Cambodian families in the MacArthur Park neighborhood tend to be poor and under educated. Frequently those who immigrated to the U.S. (post 1974) are illiterate in their native language—Khmer. There are many challenges in helping the poorer Cambodian population to find success and satisfaction in their adopted country.

The Library is an important shared community resource. When people are living in poverty it is common to have overcrowded living conditions, and this is true for many in the MacArthur Park Branch Library neighborhood. Overcrowding and low parent education levels make it difficult for many Cambodian children to do well in school. It is important that the Library provide space and resources for children to do their homework in a safe and caring environment. Tutoring and mentoring space is also needed in the Branch Library.

Poor families cannot afford home computers and/or Internet access, but children need to learn technological skills in order to be successful in school and beyond.

Space to support adults in the Cambodian Community is also needed in the new branch. Adults in the Cambodian community need help with learning English, finding jobs, seeking citizenship, etc. If the Library offers services for both children and adults they can help one another learn—a mother may pick her child up at school and then walk to the Library for services and materials.

The Cambodian population needs to continue to feel welcome in the Branch Library. It will be important to have bi-lingual staff and to include signs in the Khmer Language (even if many Cambodians cannot read Khmer, they will know that the sign is in their language and will understand that they are welcome.).

Mr. Chhim has reviewed the Cambodian materials in the current Branch and he feels good about the collection. It is important that the Library collections in this neighborhood honor Cambodian history and culture.

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Judy Hughes, Coordinator of Library Services, Long Beach Unified School District
May 29, 2002, 12:45 p.m.

Ms. Hughes spoke to the strong tradition of library service in the LBUSD. Ms. Hughes' position as district coordinator is an indication of the importance that the District places on library services, and her office has a staff of ten that manages central processing of materials and other library services.

There are libraries in all of the Long Beach Public Schools, and all school libraries are staffed by certified librarians. Many also have clerical support. Small schools may only open their libraries 2-3 days per week, while larger school libraries, and all high school libraries, are open 5 days per week.

All district schools have Internet access in the libraries with a minimum of eight drops in each library—high school libraries have many more Internet access points. There is also an employee of the district whose job responsibility is to support library technology.

Generally speaking, school library hours include the school day plus an hour or so before and after the academic day. Ms. Hughes noted that longer after school hours might not be successful due to the extensive busing of students between schools. Students who are bused will re-board their buses when school is out and will return to their home neighborhoods. This may place an extra importance on neighborhood branch libraries.

School library collections and technology have improved markedly over the last four years following legislation that provided much needed library funding. This funding provides approximately $28 per student and can be spent on print or electronic library resources and support. Another important resource is the "Library of California" which acts as a sort of consortium for school libraries with shared access to electronic databases and shared borrowing and reference services. All district high schools and most middle schools take advantage of this service.

Ms. Hughes said that the school and public libraries have a close and positive relationship and they co-sponsor programs such as an author's festival, shared reading lists, a library card campaign and outreach activities.

Appendix C-4

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Ralph Hurtado, Executive Director, Community Development
CORAL—Communities Organizing Resources to Advance Learning
May 30, 2002, 8:30 a.m.

Mr. Hurtado met with consultant Drew Harrington to discuss CORAL after-school programs in the Long Beach schools and to speak to the needs for the MacArthur Park Branch Library.

CORAL is an after-school program that operates in five Long Beach Schools—Whittier, International, Henry, Stevenson and Willard Elementary Schools as well as a sixth location at the Long Beach Library's Alamitos Branch. The program, which is three hours per day, five days per week supports homework, recreational and enrichment needs of elementary age students. CORAL links its program offerings with each school's curriculum.

When asked if a homework center or similar service in the MacArthur Park Branch Library (which is near Whittier Elementary School) would be a redundant service, Mr. Hurtado gave an emphatic "No"! "There is enormous need in the neighborhood."

Regarding the service and collection needs of the proposed branch library, Mr. Hurtado feels that it is important to emphasize technology by having plenty of computers, with Internet access, for children, teens and adults in the neighborhood.

All collections and services will need to be multi-cultural and multi-lingual.

Mr. Hurtado emphasized the importance of the staff component in the Branch Library. So far the Mark Twain Branch Library has been perceived as being "neutral" in the conflicts between neighborhood ethnic groups. Maintaining that status will be important and the Branch staff are key to that effort. Staff should speak the neighborhood languages and should be savvy about appropriate behavior and resource use (including computer activity) in the Branch so that gang activity and other conflicts are not carried into the Library. To a large extent it will be the quality of the Branch staff that will allow the Branch Library to continue to serve as a bridge between neighborhood factions.

Mr. Hurtado also hopes to see some meeting space in the new facility to accommodate a variety of community interests and needs. Additionally, he suggests that small, flexible spaces be included to accommodate a variety of "social needs" such as immigration counseling, mental health counseling, tutoring, mentoring, etc.

Last, he hopes that the building will include space for displays and exhibits to enrich the lives of the people of the community.

Appendix C-5

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Phone interview with Jana Ransom, Manager, Community Recreation Services Bureau
June 13, 2002, 9:30 a.m.

The future plans for MacArthur Park include:

Building a 2,000 square foot theatre. The funding for this theatre is in the State Budget and Jana expects that the theatre will be built. The location will be behind the Mark Twain Library where the brown trailer now sits.

The library space (once we vacate) will be used for cultural programs and possibly for gallery space.

Possible cooperative ventures between the library and MacArthur Park include:

Emphasis on family based programs, storytelling that would evolve into puppet making, combining literacy and art-based programs, etc.

Park staff would like to be able to conduct research and have access to the computer lab/Family Learning Center. They would do this in conjunction with the new theatre program.

Appendix C-6

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment, Community Input
Interview: Dora Jones, Equal Opportunity Officer
City of Long Beach Department of Human Resources
May 30, 2002, 4:00 p.m.

Following her consultation with members of the *Citizens Advisory Commission On Disabilities* (CACOD), Ms. Jones spoke as a representative of the Commission.

The CACOD is composed of fifteen members appointed by the Mayor of Long Beach and confirmed by the City Council. Nine members must be citizens with disabilities and six represent public and private agencies that provide services to Long Beach citizens with disabilities.

First and foremost, Ms. Jones spoke to the need for the new MacArthur Park Branch Library to meet or exceed all ADA requirements for access to public buildings.

Additional, and important services and considerations in the proposed library include the following:

- The height of user furniture and service points in the Branch should accommodate wheel chairs at optimum service levels;

- Computer workstations should include at least one station with assistive technology for the visually and/or hearing impaired;

- Materials should be available in the Branch for people with visual disabilities—books on tape/CD, materials in Braille, *Kurzweil* or other reading devices, large type resources, etc. Additionally, a Braille printer is needed;

- Branch Library staff should be ready and willing to provide *reasonable accommodation* for services that are not adapted to the disabled—e.g. shelving at heights that people in wheelchairs cannot reach, etc;

- Programs that are offered in the Branch Library should have interpreters for the hearing impaired;

- Signage throughout the building should be large enough to be easily read and door/stair/elevator signs should also be in Braille; and

- Planning for the new facility should include consideration of the needs of the developmentally disabled. These citizens are frequently in lower income brackets so may not be able to afford home computers and/or audio-visual equipment. Also, they may require assistance in using equipment and other resources in the Library.

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Kathleen McCleary, Development Project Manager, Department of Community
Development, Neighborhood Services Bureau, City of Long Beach
May 28, 2002, 2:30 p.m.

Ms. McCleary met with consultant Drew Harrington to discuss the needs of the proposed
MacArthur Park Branch Library. She voiced her strong support for the project and the interest of
the City of Long Beach to help in the assessment process.

Ms. McCleary noted that the two largest barriers for the MacArthur Park neighborhood are
language and education.

There is a need for youth enrichment, both cultural and educational.

She would like to see some consideration of a "mini-business center"—a service to help
neighborhood residents explore the possibilities for small entrepreneurial ventures.

Ms. McCleary sees this new branch library as becoming the hub of the neighborhood, and she
suggests the possibility of having an on-going (post construction) neighborhood advisory
committee similar to the Long Beach police center model.

If the Branch is going to function as a neighborhood hub, it will need to have a community room—
perhaps to seat up to 100 people. The room should be dividable and should have technology to
allow for presentations and interactive broadcasts.

Ms. McCleary would like to see a HUD community information kiosk at this branch. (currently
there is a HUD information kiosk at the main library).

There should also be a bulletin board or marquis with job information—perhaps people should be
able to see this without having to go inside of the Branch Library.

The building will need to be ADA accessible.

Walking in the neighborhood is a problem after dark, so hours should be generous during daylight
hours, but hours after dark probably are not the best use of operational funds. During summer
months, when the days are longer, evening hours might be very popular.

Regarding neighborhood trends, Ms. McCleary things that the MacArthur Park area is gradually
changing. She thinks that it will become a younger neighborhood and that its residents will have
more of a stake in the lower middle class economy.   As this happens it may mean less
population density and more of a push for access to technology.

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Julie Nyssen, Principal, Whittier Elementary School
May 30, 2002, 1:00 p.m.

Whittier Elementary School is one of two Long Beach Unified Schools (also Lincoln Elementary) that are closest to the Branch Library. Whittier and Lincoln Schools are interested in working with the Long Beach Public Library on a joint-venture project for the proposed MacArthur Park Branch Library.

Whittier Elementary School is within walking distance of the Branch Library, and Whittier students and their parents live in the MacArthur Park Branch Library service area.

Whittier Elementary School participates in the CORAL Program—an after school program that promotes homework assistance, recreation and enrichment services. Ms. Nyssen echoed comments by Ralph Hurtado, a CORAL administrator, that additional homework assistance is sorely needed in the neighborhood.

Ms. Nyssen and consultant Drew Harrington discussed possibilities for a joint venture between the school and the MacArthur Park Branch Library. Currently there is a "Family Learning Center" in the Mark Twain Branch Library. It is very small (4 computer work stations) and is quite busy. Volunteers help children with their homework in the Center. Due to the size of the space, students use the Center much more than other members of their families.

Ms. Nyssen explained that one of the hurdles Whittier School faces is in educating parents about the importance of their role in the educational process. Most of their students' families come from cultures that do not place an emphasis on parental involvement with reading readiness, homework assistance, etc. Additionally, many parents are themselves illiterate in English, and sometimes also illiterate in their native language.

This leads Ms. Nyssen to suggest that the "Family Learning Center" at the proposed MacArthur Park Branch Library should involve more side-by-side learning and literacy activities so that parents and students could be learning in the Library at the same time. She believes that this could help to instill an understanding of the important roles parents have in modeling the importance of education and learning.

The consultant shared a previous suggestion for a weekly news hour in the Branch Library for non-English speakers/readers that could provide regular updates on local and global news. The raw idea is to have news spoken, read and or broadcast in Khmer and Spanish for community adults. Ms. Nyssen thought that this was a very interesting possibility and suggested that perhaps a children's program (story time, arts and crafts, etc.) could be provided at the same for a side-by-side library and literacy experience.

Ms. Nyssen noted that any joint venture must help to "empower parents" in the community.

While neighborhood demographics show that most people in the area are poor, Ms. Nyssen said that it seems that almost all families in the area have a VCR at home. The school has circulated videos such as "I Have A Parent Who Reads To Me" with great success—the video promotes parents and children (or siblings) reading together and it also gets the sounds of the English language into homes which is critical for ESL students. Based on the school's experience, Ms. Nyssen suggested the possibility of having videos of library story times or commercial story telling available for checkout from the Branch Library.

The importance of technology should also be considered in the proposed MacArthur Park Branch Library—more computers are needed, and Ms. Nyssen wondered about the possibility of laptop

checkouts for home use—possibly loaded with software and assignments that the school uses. The lack of Internet access in many area homes may be a problem with this idea.

Appendix C-9

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Laurel C. Prysiazny, Manager of Automated Services Bureau
Long Beach Public Library
May 30, 2002, 7:30 a.m.

Ms. Prysiazny met with consultant Drew Harrington to discuss technology needs for the proposed MacArthur Park Branch Library.

Infrastructure in the new branch will need to support existing and developing technology, so will need to be planned generously and with extreme flexibility.

Currently the Branch has only 6 public access PCs. The very small size of the current facility makes it impossible to add more, but a new facility will need to provide many more PCs to the neighborhood. These PCs will need to be capable of providing streaming video, web-casting and high speed Internet delivery (currently there is a T1 line to the Mark Twain Branch).

Technology and software being used in the area schools will need to be mirrored in the Branch Library in order to provide homework and curricular support.

Wireless technology should be available in the new branch so that laptops with wireless cards are able to be used. It might be possible to also checkout laptops for home use.

Any meeting and/or programming spaces in the new facility should include accommodations for distance learning in order to make a broad range of resources and possibilities available to the MacArthur Park neighborhood.   The MacArthur Park Branch Library should serve as a Community Center for the area.

In addition to computing technology, self-check machines will be needed in the new Branch.

Appendix C-10

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Naomi Rainey, President of Local NAACP Chapter, by phone
May 29, 2002, 5:00 p.m.

Ms. Rainey spoke with project consultant Drew Harrington as a representative of the African American Community in Long Beach and also as an educator. Ms. Rainey also noted that while she was happy to participate in the Branch Library project, she does not live in the MacArthur Park neighborhood.

Hours: Ms. Rainey emphasized the importance of open branch hours that are appropriate to the community. Considering the issues with gang violence in the Branch neighborhood, she noted that open hours after dark wouldn't be very useful, as people may not feel safe being out on the street at that time. However, open weekday and weekend hours (both Saturday and Sunday) are very important.

Community: Ms. Rainey commented on the importance of the Branch Library as "neutral ground" in the neighborhood, and she felt that it was very important that a new library remain neutral—a place for everyone. She spoke of the continuing distrust between ethnic groups, with the Latino and Cambodian communities sometimes being at odds, and the older, African American community bearing some resentment toward immigrant populations who have become the dominant residents and business owners in an area that used to be predominantly African American.   The diverse groups calling the neighborhood home co-exist, but remain largely separate.

Library Services/Collections: Ms. Rainey felt that the new library should have collections that are multi-ethnic, multi-lingual, and aimed at all age groups.

She emphasized the importance of technology and computing and noted that the poverty of many residents makes it likely that their only access to computers will be at the Branch Library. She speculated on the possibility of computers being available for checkout as well as in-house use.

Programs are needed and they should include parent involvement to promote family literacy and to help parents understand their role in modeling educational behavior.

The Branch staff needs to include people who are multi-lingual and who "look like" the predominant ethnic groups in the neighborhood—Cambodian, Latino, African American.

There should be space planned in the new library for the display of community art.

Ms. Rainey noted that additional input from the African American community in the Mark Twain neighborhood might come from Black churches in the area—Grant Church, New Hope Church, Christ's Second Baptist Church, or Antioch Church.

Appendix C-11

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Dixie Swift, Supervisor, Homeland Cultural Center
May 28, 2002, 8:00 a.m.

The Homeland Cultural Center, a Long Beach Parks and Recreation facility, occupies space in the same building as the existing Mark Twain Branch Library. The Center is open to all ages and is a place for community people to explore various elements of culture including: playwriting, acting, poetry, creative writing, dance and music.

The MacArthur Park area of Long Beach is the most ethnically diverse section of Long Beach, which is the most ethnically diverse city in California. Demographically, the community is largely Cambodian, Latino and African American.

The Homeland Cultural Center and the Branch Library share a building in front of MacArthur Park—a busy community-meeting place. Because the Library has such limited space, library summer reading programs function out of the open performance area in the Homeland Center.

This community is perceived as being transient—as a stopping place for immigrants until they are able to improve their economic circumstances and move on to more prosperous neighborhoods. Dixie Swift disputes this. She believes that it is a more established neighborhood than is generally thought, and she thinks that people increasingly stay and settle here.

The residents of the neighborhood are interested in what is going on in the area, and information and gossip travel quickly. As Ms. Swift said "This community lives like a village." The various ethnic groups have areas of both cooperation and conflict. The biggest concern of the neighborhood is gang violence—largely between Asian and Latino gangs. The Branch Library has been able to maintain its status as neutral ground in the area—"Your library is the most integrated place in the community" said Dixie Swift.

When considering the needs of a new MacArthur Park Branch Library, Ms. Swift said that it is important that it not move too far from its present location, and that the location continues to be perceived as "neutral".

The new branch needs to feel highly accessible to the community. While the Library needs to grow, its important to remember that bigger isn't always better and that the Library needs to retain a sense of intimacy. It is very important that the new building not be imposing.

The Library needs to be a place where people can work closely together. It needs to remain very people oriented, but it also needs to offer quiet places for members of the community to study, read and relax.

The front-line staff of the Branch Library need to be highly accessible and they need to be multi-lingual so that everyone feels welcome and can get the help they need.

Siblings often visit the Branch Library together. After school, the park, library and Homeland Center function as a comfort place. Children flock here. The Library's Family Learning Center is important for helping children with their homework, but it is too small. It needs to grow. The computers in the Family Learning Center are important, but the best thing about it is the one-on-one staffing.

While the community is very proud of the language collections in the Mark Twain Branch—Spanish, Khmer, and Vietnamese, the truth is that increasingly the younger generations don't read in languages other than English. They do continue to speak languages other than English.

The components of the new Branch and the style of the architecture and interior design should "celebrate the neighborhood."

Ms. Swift hopes that when the new facility is built, there will still be opportunities for cooperation and collaboration between the Branch Library and the Homeland Cultural Center. She hopes to maintain their connection.

Appendix C-12

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Ray Warden, Director, City of Long Beach Training and Employment Development Division
May 28, 2002, 4:30 p.m.

Mr. Warden met with consultant Drew Harrington to discuss the needs for the proposed new MacArthur Park Branch Library.

Mr. Warden spoke to the "massive disconnect" between the level of skills that people have and the need for skilled labor in the Long Beach workforce. There is evidence that a significant number of students with area high school diplomas do not truly have sufficient education and skills to be viable in today's job market.

The under-educated and under-skilled workforce problem cannot be ignored. There are too many big ideas for the Long Beach economy that require a capable workforce, so a "bold" approach is needed to address the insufficiencies in math, reading and literacy.
Consequently, Mr. Warden thinks that the Branch Library Family Learning Centers really do need to focus on "the family," and not just on school-age children. If the Center is larger and can provide side-by-side programs to strengthen basic skills in children, teens and adults it will be more successful in developing job readiness.

Mr. Warden would like to see a corps of "career interpreters" who work through the Branch Libraries. These people would become career agents for the neighborhoods—marketing jobs and explaining what skills and training are required and where/how to get it. They would refer people to two existing Long Beach "Centers for Career Information Exchange" that provide training and job-seeking assistance.

Appendix C-13

MacArthur Park Branch Library, Long Beach Public Library
Needs Assessment Community Input
Interview: Councilwoman Laura Richardson
July 10, 2002, 9:00 a.m.

Councilwoman Richardson represents the 6th Electoral District of Long Beach, home of the existing Mark Twain Branch Library.

Ms. Richardson explained the problems associated with the MacArthur Park area—gang violence, high crime and unemployment. She noted that the problems are linked to the low educational levels and/or poor English and literacy skills of many residents and resultant poverty. While most children in the District speak English, their parents often do not, making it difficult for parents to help their children be successful in school.

These problems point to two areas of library service that are especially important in the area of the City—services to children, including assistance with their schoolwork, and literacy training for adults. Both of these groups must be well served by the new Branch Library. Councilwoman Richardson also noted the importance of strong non-English language collections in both Spanish and Khmer.

The remarkable racial and ethnic diversity of the area can create divisiveness, and the Councilwoman emphasized the importance of the neighborhood library remaining neutral ground—a safe and welcoming place for all.

In addition to strong collections, Councilwoman Richardson hopes to see a generous number of computers in the Branch, as well as tutoring space for literacy and other tutoring needs.

Physically, the new library needs to be larger, and should have easy-to-see and -read exterior signage in the three major languages of the community—English, Spanish and Khmer. Further she would like to see signs directing people to the Library from some distance away—"leading" people to the facility. Architecturally, it should be a more inviting building, a welcoming and interesting place in the community. It will also be important to provide sufficient parking, which is a problem with the current facility.

Councilwoman Richardson concluded the interview by noting the importance of the Branch Library project—"There is tremendous need in this district of the City. For many residents, this will be the only library they are able to visit in Long Beach. It's important that we build the best possible library for this community."

Appendix D

Class interview #1
Brett Alexander's 11th grade English Class
Long Beach Polytechnic High School

Approximately 35-40 16-17 year olds

1.   Lived in Long Beach less than 5 years: 4
        5-10 years   2
        10 years or more   most of class

2.   Like to hang out in groups; but it's not safe and they don't like that.
        Violence
        Go to movies, parks, beach (but not LB – dirty beaches, water)
        Malls in Lakewood, Cerritos, Towne Center (really in LB but called Lakewood).

3.   Like to hang out in parks, at Tomy's (local hamburger shack). They can walk to Tomy's.

        How do you get places: Walk   5
                                      Bicycle   2
                                      City Bus   12
                                      Drive   8-9

4.   Don't like the attitude of the librarian. It's not good. Can't talk. (too many rules).
        When the library is used for testing, then kids are kept out and they can't use it.
        She has 4 copies of some books.
        He likes the computers.
        It doesn't have a lot of information for class assignments; sometimes only 1 book on a subject.
        Doesn't have any books I like to read.
        To use the computer you have to have a sticker.
        Every time he goes back in, he's kicked out for another month.
        Can't come in and type your papers when there's testing going on.
        Have to leave at 4:30 on the dot.
        (Open weekends?) – everyone laughs (no)

5.   14 use the public library; almost all raised hands when asked about when they were younger, or if their younger siblings used it.
        He can't go now because he owes money.

6.   Reading aloud to kids; next to a park (play basketball)
        Closes at 8:30 or 9 p.m.
        Friendly librarian for little kids. When the librarian is a stranger to a kid, they have to be really friendly and nice to the kids.
        Computer programs for younger kids to get them started learning early.

        (Most have computers at home; almost all have Internet access)
        Somewhere to buy food
        Someone to help with each level of school, like younger ages, high school, college prep, etc.
        Large staff of librarians so they can help more than just a handful of people, and you won't have to wait for help.
        Get a bus that goes to the library, for the young kids (or old!)
        Security guards to walk around and kick out people.

Seniors/Parents
Job boards
Parent volunteers to read
Parenting classes, activities

7.   Computers and books of interest (to teens)
        A room where you can talk – doing group research, study rooms
        Want both quiet spaces to study and group room to talk together
        A guide to provide directions and help
        Would like music listening stations
        Book or reading clubs

        (If there was a homework center would you use it?) – Yes

Someone mentioned the homeless downtown.
…Inappropriate behavior you should make them leave
…No loitering

Library should be two stories high   (more room for everything)

The last kid wanted to make a point about the kids not appreciating the library that they had. He wanted to figure out a way to force kids to appreciate it more; kids complain but don't take advantage of what the school has provided.

Class interview #2
Joe Clark's 9th-10th grade Science class
Long Beach Polytechnic High School

Spanish translator provided
Approximately 20-25 students

1.   Live in Long Beach 10 years or more?   7
        Less than 5 years   most

2.   Fun?   Don't like:
        Movies   Gangs
        Food   Racism
        Video games   Don't feel safe & don't like it
        Skating
        Soccer
        Park

3.   Hang out at Rainbow Park (downtown LB)
        Long Beach Plaza (being torn down now so nowhere to go)

        Walk   10
        Bicycle   4 (or skate)
        City Bus   2
        Drive   1 or 2

4.   (Do you use the library at Poly?)
        No, don't like to read
        Need sticker to use the computer; have to wait for sticker
        Likes the computers
        No Spanish speaking (staff?)
        Boring
        Too many rules

5.   (Use the public library?)
        Half of the room; as a youngster, or younger siblings? – all of the room

6.   Younger kids:
        Someone to read to them
        Play area inside (safe)
        Computers – yes

7.   Teens:
        Group work study room/area
        comic books in Spanish
        books
        computers in study group area
        computers are very important to society
        computers at home: 5
        Internet   1 or 2?
        movies, to watch there and to rent
        pen pal program from other countries

        At the library at Burnett, if there's a group on the computer they get yelled at if talking

Older people
Books and films to learn English
Provide translators (staff)
Recipe books

A discussion about where the Mark Twain Library is located. ("MacArthur Park" didn't
really clarify – need a business or larger street name)

A request to put the library somewhere where it is safe. (DH said inside the library it's
always safe for everyone – some disagreement from kids)

Some discussion about what would happen and when. Clapping for the idea that a new
library was coming.

Appendix E
Library Reader Seating

Space		Seating Type	# Tables	# Seats	SF/Chair	SF Needed
Reader Seating:						
For Adults						
3.6	Adult Circulating Books	4-place tables, rectangular	6	24	25	600
3.7	Quiet Reading/Study Area	4-place tables, rectangular	4	16	25	400
3.8	Community Living Room / Magazines & Newspapers	lounge chairs	0	10	35	350
3.8	Community Living Room / Magazines & Newspapers	4-place tables, rectangular	2	8	25	200
3.10	Adult Intl. Languages	4-place tables, rectangular	1	4	25	100
3.10	Adult Intl. Languages	lounge chairs	0	3	35	105
Adult Seating subtotal:				65		1755
For Teens						
3.11	Teens Area	4-place tables, round	2	8	22	176
3.11	Teens Area	lounge chairs	0	4	35	140
Teens Seating subtotal:				12		316
For Children						
4.2	Family Space/Parents Collection	lounge chairs	0	4	35	140
4.4	Children's Circulating Books	4-place tables, rectangular	8	32	25	800
4.7	Picture Books	4-place tables, round	3	12	22	264
4.7	Picture Books	floor seating system	0	9	10	90
4.7	Picture Books	2-place lounge chairs	0	2	45	90
Children's Seating subtotal:				59		1384
Reader Seating subtotal:				136		3455
2.16 seats per every 1000 people						